

# Grammar reference

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# Verb phrases

## The present

### Present simple and present continuous



British people **usually stand** in queues. They **don't like** it if you 'jump the queue'.



Present simple	Present continuous
For habitual and repeated actions For permanent situations and facts With stative verbs	For activities happening at the moment of speaking For temporary situations around the time of speaking
Affirmative	
In Britain, they <b>drive</b> on the left.	We <b>'re driving</b> past a beautiful building.
Negative	
I <b>don't eat</b> bacon and eggs for breakfast.	I <b>'m not eating</b> anything because I don't feel well.
Questions	
When <b>does</b> the bus <b>leave</b> ?	<b>Is</b> the bus <b>leaving</b> right now?
Time expressions	
We often use time expressions for repeated actions.	We often use time expressions for present or temporary actions.
every morning/afternoon/evening every day/week/month/year on Mondays/Tuesdays at the weekend usually/often/sometimes/never	now / right now / at the moment today/tonight this morning/afternoon/evening/weekend
Stative verbs are verbs for thinking, feeling and sense verbs. They describe states, not actions.	
thinking: <i>believe, know, understand, mean, remember</i> feeling: <i>like, hate, enjoy, love</i> senses: <i>hear, see, taste, smell</i> <i>I don't understand</i> what you're saying. <i>I love</i> chocolate. <i>This tastes</i> good!	

### Spelling

3rd person singular verbs		Verbs + <b>-ing</b>	
<b>[+ -s]</b> most verbs eat – eats drive – drives	<b>[+ -es]</b> verbs ending in <b>-o, -s, -ss, -sh, -ch, -x</b> go – goes kiss – kisses	<b>[+ -ing]</b> most verbs eat – eating watch – watching	<b>[-e] + [-ing]</b> verbs ending in <b>-e</b> drive – driving leave – leaving
<b>[ɪ] + [-ies]</b> verbs ending in consonant + <b>-y</b> fly – flies study – studies	irregulars be – is have – has	<b>[double consonant] + [-ing]</b> verbs ending in short vowel + consonant shop – shopping sit – sitting	

# The future

## Present continuous – future arrangements

**FOCUS**

We use the present continuous for future activities that are already arranged:

*Are you **doing** anything next weekend?*  
*I'm **going** on holiday tomorrow.*

We often use these time phrases with the present continuous referring to the future.

	on	at	in
this evening	<b>on</b> Friday	<b>at</b> six o'clock	<b>in</b> March
tonight / tomorrow	<b>on</b> Thursday morning	<b>at</b> the weekend	<b>in</b> five minutes
tomorrow morning / afternoon / evening	<b>on</b> Sunday afternoon	<b>at</b> Christmas	<b>in</b> summer
next week / month / year	<b>on</b> Saturday evening		
	<b>on</b> 26th May		

## going to

**FOCUS**

We use the *going to* future for:

definite plans *We're **going to** fly to China.*  
 intentions *I'm **going to** stop eating sweets.*

We form the *going to* future with the present tense of *be* + *going to* + infinitive without *to*.

Affirmative	Negative	Questions
We're <b>going to</b> build a school.	He <b>isn't going to</b> stay in a hotel.	<b>Are you going to</b> stay in a tent?

Affirmative + Negative				Questions				Short answers		
I'm	I'm not	going to	fly.	Am	I	going to	fly?	Yes,	I	am.
You're	You aren't			Are	you				you	are.
He's	He			Is	he				he, she, it	is.
She's	She isn't			Is	she				we, they	are.
It's	It			Are	it					
We're	We aren't	No,	I	'm not.						
They're	They aren't		you	aren't.						
			he, she, it	isn't.						
		we, they	aren't.							

## will/won't

### Focus

We use the modal verb **will** for making predictions about the future:

*The climate **will continue** to change. The problems **won't go** away.*

Note the different position of the adverb **probably** with **will** and **won't**:

*There **will probably** be a storm. There **probably won't** be a hurricane.*

We often use opinion phrases before a prediction:

*I think / I don't think the weather **will** get much worse. **Maybe** sea levels **will/won't** rise a lot.*

*Will* is a modal verb (see page 82). The form is *will/won't* + infinitive without *to*.

*Will* has the same form for all persons.

Affirmative			Negative			Questions			Short answers		
I			I				I		Yes,	I	
You	<b>'ll will</b>	go.	You	<b>won't</b>	go.	<b>Will</b>	you	go?		you	<b>will.</b>
He			He				he				
She			She				she		<b>won't.</b>		
It			It				it				
We			We				we				
They			They				they				

## will and going to

<b>will</b>	<b>going to</b>
<p>For predictions about the future: <i>I think we <b>'ll have</b> a great time.</i> <i>The train journey <b>won't be</b> very comfortable.</i></p> <p>For offers: <i>Don't worry. <b>I'll give</b> you some money.</i></p> <p>For promises: <i><b>I'll write</b> to you every week.</i></p> <p>For decisions that we make at the moment of speaking: <i>The phone's ringing. <b>I'll answer</b> it.</i></p>	<p>For definite or agreed future plans: <i><b>We're going to fly</b> to China.</i></p> <p>For intentions that were definite before speaking: <i><b>I'm going to work</b> harder next term.</i></p>
<b>Forms</b>	<b>Forms</b>
<p><i>Will</i> has the <b>same form</b> for all persons: <i>I/You/He/She/It/We/You/They <b>will/won't</b> ...</i></p> <p>In negative sentences, the full form <i>will not</i> is rare but note that <i>not</i> is <b>after</b> <i>will</i>.</p>	<p><i>Going to</i> uses <b>different forms</b> of the verb <i>be</i>: <i>I <b>am</b> / You <b>are</b> / He <b>is (not) going to</b> ...</i></p> <p>In negative sentences, <i>not</i> is <b>before</b> <i>going to</i>.</p>

## may and might

PER Niveau 2 Discovery

### Focus

We use **may** and **might** for making less certain predictions about the future:

*It's raining hard so there **may be** floods tomorrow.*

*Some islands **might disappear**.*

*Scientists say that it **may not snow** much this year.*

*I don't feel well so I **might not go** to school.*

*May* and *might* are modal verbs (see page 82). The form is *may / may not* and *might / might not* + infinitive without *to*. *May* and *might* have the same form for all persons.

We hardly ever use *may* or *might* in questions.

# The past

## Past simple: to be

### Focus

We use the past simple to talk about actions, events and situations in the past:

The chef's name **was** George Crum.

Why **was** the chef angry?

The customer said that the potatoes **weren't** good.

**Were** they too thick?

The past simple of to be is *was/wasn't* and *were/weren't*.

We form questions by putting *was* or *were* before the subject.

Affirmative	Negative	Questions	Short answers
It <b>was</b> a dark night. They <b>were</b> too thick.	She <b>wasn't</b> happy. They <b>weren't</b> wet.	Why <b>was</b> he sad? <b>Were</b> you tired?	Yes, I <b>was</b> . No, we <b>weren't</b> .

## there was/were

### Focus

We use *there was/were* to describe past situations:

*There were* a lot of customers in the restaurant.

*There was* a customer who liked complaining.

	Affirmative	Negative	Questions	Short answers
Singular	<b>There was</b> a storm.	<b>There wasn't</b> any ink.	<b>Was there</b> a competition?	Yes, <b>there was</b> . No, <b>there wasn't</b> .
Plural	<b>There were</b> about 50 customers.	<b>There weren't</b> any lights.	<b>Were there</b> a lot of people?	Yes, <b>there were</b> . No, <b>there weren't</b> .

## Past simple: regular and irregular verbs

### Focus

We use the past simple for finished actions and events in the past:

We **watched** the match yesterday.

Our team **didn't play** well.

**Did** they lose?

No, they **won**!



Our team **didn't play** well.

In the past simple we use the same form for all persons.

Affirmative	Negative	Questions
He <b>scored</b> two goals. We <b>won</b> the match.	I <b>didn't score</b> the first goal. The other team <b>didn't win</b> .	How many goals <b>did</b> you <b>score</b> ? What <b>did</b> you <b>win</b> ?

## Affirmative

The past simple affirmative form of verbs depends on whether they are regular or irregular.

Regular verbs		Irregular verbs	
These have an <b>-ed</b> ending.		Many common verbs are irregular – this means they don't have the <b>-ed</b> ending, so you have to learn them. There's a list of irregular verbs on page 98.	
I	play <b>ed</b> a game.	I	[win] <b>won</b> the game.
You	score <b>d</b> a goal.	You	[lose] <b>lost</b> 3–0.
He	tr <b>ied</b> to score.	He	[draw] <b>drew</b> 1–1.
She	stop <b>ped</b> .	She	[run] <b>ran</b> towards the goal.
It	jump <b>ed</b> into the water.	It	[swim] <b>swam</b> under water.
We	turn <b>ed</b> on the music.	We	[throw] <b>threw</b> the ball.
They	danc <b>ed</b> all night.	They	[see] <b>saw</b> the final.

Spelling of regular past simple verbs			
<b>[+ -ed]</b> most verbs	<b>[+ -d]</b> verbs ending in <b>-e</b>	<b>[-y] + [-ied]</b> verbs ending in consonant + <b>-y</b>	<b>[double consonant] + [-ed]</b> short verbs ending in vowel + consonant
play – play <b>ed</b> visit – visit <b>ed</b> walk – walk <b>ed</b>	change – chang <b>ed</b> die – die <b>d</b> live – live <b>d</b>	marry – marr <b>ied</b> study – stud <b>ied</b> try – tr <b>ied</b>	plan – plan <b>ned</b> stop – stop <b>ped</b> travel – travel <b>led</b>

## Negative and Yes/No questions

The past simple negative and question forms are the same for regular and irregular verbs.

Negative			Questions			Short answers		
<b>[didn't]</b> + infinitive			<b>[Did]</b> + infinitive					
I	<b>didn't</b> <b>(did not)</b>	<b>play</b> well. <b>win</b> the match. <b>lose</b> the game.	Did	I	<b>play</b> well? <b>win</b> the match? <b>lose</b> the game?	Yes,	I	<b>did.</b>
You				you				
He				he				
She				she				
It				it				
We				we		No,	it	
They				they			we	<b>didn't.</b> <b>(did not)</b>
		they						

We often use past time expressions with the past simple.

yesterday ...	last ...	... ago
... morning	... night	five minutes ...
... afternoon	... Friday	two hours ...
... evening	... week	three days ...
... at six o'clock	... weekend	a long time ...
	... month	
	... year	



## used to PER Niveau 2 Discovery

### Focus

We use **used to** + infinitive for past habits and situations – things that were true for some time in the past, but that aren't true now.

*I **used to live** in the country, but now I live in Hollywood.*

When I was small, I **used to** be scared of monsters.



Affirmative	Negative	Questions	Short answers
I <b>used to</b> have a dog. My parents <b>used to</b> live in London.	She <b>didn't use to</b> have a pet. We <b>didn't use to</b> live in a city.	<b>Did you use to</b> have a pet?	Yes, I <b>did</b> . No, I <b>didn't</b> .

## Past perfect PER Niveau 2 Discovery

### Focus

We use the past perfect when we want to make it clear that one action happened **before** another action in the past:

*I was late this morning. When I **arrived** at school, the lesson **had started**.  
(The lesson started **before** I arrived.)*

Compare this with:

*I was on time this morning. When I **arrived** at school, the lesson **started**.  
(The lesson started **after** I arrived.)*

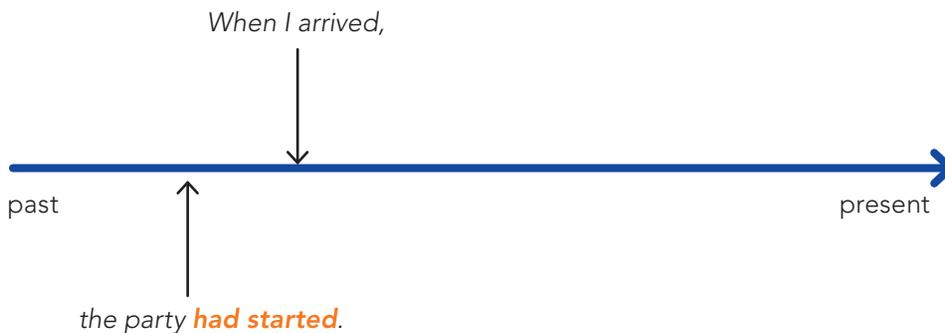
When we use words like **before** or **after**, we often don't need to use the past perfect as it's clear which action happened first:

*The party started before I arrived.*

We often use **already** and **just** with the past perfect. They go between **had** and the past participle:

*I **didn't** go to the cinema because I'd **already seen** the film.*

*When I arrived, my friend **had just gone** out.*



We form the past perfect with **had/hadn't** + the past participle of the main verb.

Affirmative	Negative	Questions and short answers
I didn't see my friend because she <b>had gone out</b> .	I failed the exam because I <b>hadn't studied</b> enough.	<b>Had</b> the bus <b>left</b> when you got to the bus stop? Yes, it <b>had</b> . No, it <b>hadn't</b> .

# The passive PER Niveau 2 Discovery

## Present simple and past simple passive

### Focus

We use **active verbs** to say **who** does something:

*I **play** music on my MP3 player.*

We use **passive verbs** when we don't know **who** does an action or when it isn't important:

*Music **is recorded** on CDs. My MP3 player **was made** in China.*

When we want to say **who** (or **what**) does the action, we use **by** + noun:

*These songs **are heard** by people all over the world.*

*That violin **was made** by Stradivarius.*

We form the passive with **to be** + the past participle of the main verb.

	<b>Affirmative</b>	<b>Negative</b>	<b>Questions</b>
<b>Present simple passive</b>	New songs <b>are recorded</b> in studios.	Vinyl records <b>aren't often played</b> nowadays.	How <b>are</b> records <b>made</b> ?
	<b>Affirmative</b>	<b>Negative</b>	<b>Questions</b>
<b>Past simple passive</b>	This saxophone <b>was made</b> in China. Saxophones <b>were invented</b> by Adolphe Sax.	This <b>wasn't repaired</b> well. MP3 players <b>weren't used</b> when my parents were at school.	Where <b>was</b> your flute <b>made</b> ? Who <b>was</b> it <b>repaired</b> by? When <b>were</b> electric guitars <b>invented</b> ?

# The present perfect PER Niveau 1 Discovery

## Present perfect: regular and irregular verbs

### Focus

We use the present perfect to express a link between the past and the present.

We often use the present perfect to talk about actions that happened some time before now in our lives without saying exactly when:

*I've **been** to New York. (from when I was born until now)*

*I **haven't seen** a whale. (not at any time from when I was born until now)*

***Have** any of his pets **escaped**? (at any time in the past)*

We don't use past time expressions with the present perfect.

We form the present perfect with **have/has** + the past participle of the verb.

The past participle form of regular verbs ends in **-ed**, like the past simple.

Irregular verbs have different past participles. See the list on page 98.

<b>Affirmative</b>	<b>Negative</b>	<b>Questions</b>
They've <b>complained</b> about the noise. The alligator <b>has eaten</b> some animals.	They <b>haven't complained</b> about the smell. I <b>haven't eaten</b> sushi.	<b>Have</b> your neighbours <b>complained</b> about your pets? <b>Has</b> the alligator <b>eaten</b> any mice?

Affirmative and negative			Questions			Short answers		
I	've (have)	seen a snake. lived abroad. been to England.	Have	I	seen a snake? lived abroad? been to England?	Yes,	I	have.
You	haven't (have not)		you	you				
He	's (has)		Has	he		we		
She	hasn't (has not)		she	she		they		
It			it	it	No,	he	has.	
We	've (have)	Have	we	she				
They	haven't (have not)		they	it		hasn't.		

## Focus

There's an important difference between **have been** and **have gone**:

*My friend has been to London.* = She went to London at some time in her life, but she isn't there now.

*My friend has gone to London.* = She went to London and she is still there now.

## Present perfect with **ever** and **never** PER Niveau 1 Discovery

### Focus

We can use the present perfect to talk about the period of time from the beginning of our life until now.

When the present perfect has this meaning, we often use:

**ever** (= at any time in someone's life)

- in questions:

*Have you ever seen a crocodile? Yes, I have.*

*Has your neighbour ever complained about your pets? No, she hasn't.*

- in affirmative statements:

*It was the best film I've ever seen.*

**never** (= not ever)

- in negative statements:

*The neighbours have never complained.*

*She's never ridden a horse.*

## Present perfect and past simple PER Niveau 2

Present perfect	Past simple
For events at a non-specific time at some point between the past and the present.	For events at a definite time or in a past period that is finished.
I've ridden a camel.	I rode a camel on holiday last year.
The neighbours haven't complained about all his pets.	The neighbours didn't complain when my horse ate their flowers.
Have you seen the new James Bond film?	Did you see the James Bond film on TV yesterday?

## Present perfect with *just*, *yet* and *already* PER Niveau 2

### Focus

We can use the present perfect to talk about events in the past that are connected to the present.

We use **just** when something happened a very short time ago:

*He's very happy. He's **just** heard some good news.*

We use **yet** in negative statements and questions when we think something will happen soon:

*Have they arrived **yet**? I haven't seen them **yet**.*

We use **already** in affirmative statements to mean 'earlier than expected' or 'before now':

*The plane is early. It's **already** landed.*

*Just* goes between *have/has* and the past participle.

*Yet* usually goes at the end of a negative statement or question.

*Already* usually goes between *have/has* and the past participle.

Affirmative	Negative	Questions
Linda <b>has just won</b> the competition. I've <b>already packed</b> my suitcase.	We <b>haven't seen</b> Big Ben <b>yet</b> . She <b>hasn't spent</b> the money <b>yet</b> .	<b>Have</b> you <b>bought</b> any souvenirs <b>yet</b> ? <b>Has</b> she <b>called</b> you <b>yet</b> ?

## Present perfect with *for* and *since* PER Niveau 2

### Focus

We can use the present perfect for something that started in the past and is true in the present:

*She's **been** a stuntwoman **for three years**.*

= She started three years ago and is still a stuntwoman now.

*She's **worked** with the same director **since 2010**.*

= She started working with the director in 2010 and she still works with him now.

To talk about the time between when something started and the present, we can use **for** or **since**.

We use **for** + the period of time between the start of the activity and the present:

*I've been at this school **for four years**.*

We use **since** + the time when the activity started:

*I've lived here **since 2010**.*

We use **How long?** + the present perfect to ask about something that started in the past and is true in the present:

*How long **has** she **lived** in Hollywood?*



# Present perfect continuous PER Niveau 2 Discovery

## Focus

We can use the present perfect continuous to talk about something that started in the past and is still continuing now:

*She's been studying all morning.*

= She started studying this morning and she's still studying now.

We also use the present perfect continuous to talk about actions with a result in the present. The actions may or may not be complete:

*I'm confident I'll pass the exam because I've been studying all week.*



They've been watching TV for hours!



We form the present perfect continuous with *have/has + been + the -ing form of the verb*.

Affirmative	Negative	Questions
I've been waiting for two hours. They've been watching TV all evening.	I haven't been waiting for a long time. She hasn't been watching TV for very long.	How long have you been waiting for the bus? How long have they been watching TV?

## Modal verbs

### Using modal verbs

## Focus

Modal verbs are a special group of auxiliary verbs. We use them before main verbs to express different meanings, for example, permission, obligation and possibility.

Modal verbs have different grammar from other verbs:

- They have the same form for all persons.
- We form the negative with modal verb + *not*.
- They don't have *-ing/-ed* forms.
- They don't use *do/does/did* in questions.
- They are followed by the infinitive (without *to*).

Modal verbs **can, could may, might must should will, would**

Affirmative			Negative			Questions			Short answers		
I	can	go.	I	can't	go.	Can	I	go?	Yes,	I	can.
You			You				you			you	
He	must	go.	He	mustn't	go.	Must	he	go?	No,	he	should.
She			She				she			she	
It	should	go.	It	shouldn't	go.	Should	it	go?	No,	it	can't.
We			We				we			we	
You	will	go.	You	won't	go.	Will	you	go?	No,	you	shouldn't.
They			They				they			they	

## can/can't

### Focus

We use **can/can't** for:

abilities:

*I can play the guitar, but I can't sing.*

saying that something is/isn't permitted:

*You can drive a car when you're 17.*

*You can't vote until you're 18.*

The past form is **could/couldn't**:

*I could ride a bike when I was six.*

*I couldn't go out yesterday because I had to finish my homework.*

## must/mustn't

### Focus

We use **must** to say that something is an obligation:

*You must be home by midnight.*

We use **mustn't** to say it's very important **not** to do something:

*I mustn't be late.*

Remember: for actions that are not an obligation, we use **don't have to**:

*In Britain we don't have to vote.*

## should/shouldn't

PER Niveau 1 Discovery

### Focus

We use **should/shouldn't** to say that something is the correct or not the correct thing to do:

*You shouldn't say 'Give me the salt.'*

*You should say 'Can I have the salt, please?'*

We also use **should/shouldn't** to give advice:

*You should eat more fruit.*

*You shouldn't drink fizzy drinks.*

**Should** is similar to **must**, but it isn't as strong:

*I must get a new passport. = It's necessary.*

*You should go to the British Museum. = It's a good idea.*

**Ought to** is like **should**, but we don't use it often:

*I ought to visit my aunt.*



You **should** say 'Can I have the sugar, please?'

See page 74 for *will/won't*, *may / may not* and *might / might not*.

## have to / don't have to

Have to isn't a modal verb, but we use it in a similar way to *must*.

### Focus

We use **have to / has to** to say that it's obligatory to do something:

*In Australia people **have to** vote from the age of 18.*

We use **don't have to / doesn't have to** when you can choose to do something or not:

*In England people can vote at 18, but they **don't have to** vote.*

Have to is followed by the infinitive form of the verb without *to*.

We use *do/don't* and *does/doesn't* in negative statements, questions and short answers.

Affirmative and negative	Questions	Short answers
I/you/we/they <b>have to</b> go.	<b>Do</b> I/you/we/they <b>have to</b> go?	Yes, I/you/we/they <b>do</b> .
I/you/we/they <b>don't have to</b> go.		No, I/you/we/they <b>don't</b> .
He/She/It <b>has to</b> go.	<b>Does</b> he/she/it <b>have to</b> go?	Yes, he/she/it <b>does</b> .
He/She/It <b>doesn't have to</b> go.		No, he/she/it <b>doesn't</b> .

The past of *have to* has an irregular form *had to* and follows the usual rules for negatives and questions.

Affirmative	Negative	Questions and short answers
I <b>had to</b> do an exam yesterday.	I <b>didn't have to</b> study hard for it.	<b>Did</b> you <b>have to</b> get up early yesterday?
		Yes, I <b>did</b> .      No, I <b>didn't</b> .

## had better PER Niveau 2 Discovery

### Focus

We use **had better** for advice about a specific situation, but not for general advice:

*There are lots of mountains in Qinghai. You'd **better** take some good walking boots.*

*It's nearly 9 o'clock. We'd **better** go into class.*

*I'd **better** not go out tonight. I've got a test tomorrow.*

The form is like other modal verbs except that the question form is **Had** + subject + **better**:

***Had** we **better** go now? Yes, we **had**.*

Had better is followed by the infinitive form of the verb without *to*, like other modal verbs.

Affirmative	Negative	Questions and short answers
I'd <b>better study</b> for the test tomorrow.	I'd <b>better not go</b> out tonight.	<b>Had</b> we <b>better go</b> now?
		Yes, we <b>had</b> . It's late. No, we <b>hadn't</b> . We've got lots of time.

# The infinitive and the -ing form

## Verb + -ing form and verb + to + infinitive

### Focus

When we use two verbs together, the second verb can be an **-ing** form or an **infinitive** with **to**:  
*I hate **being** near snakes. I refuse **to go** near them.*

Verb + -ing form		Verb + infinitive (with to)	
be good at	like	decide	promise
can't stand	love	forget	refuse
(don't) mind	miss	hope	remember
enjoy	practise	learn	(about the future)
feel about	prefer	need	want
finish	remember	offer	would like
go on	(about the past)	plan	would prefer
hate	think about		
imagine			

## Adverbs

### Adverbs of frequency

### Focus

These adverbs usually go **before** a verb, but they go **after** the verb **to be**.

with the present simple			with to be			
the adverbs of frequency go before the verb			the adverbs of frequency go after the verb			
I	<b>always</b> <b>usually</b> <b>often</b> <b>sometimes</b>	<b>wear</b> red. <b>go</b> shopping.	I	<b>'m</b>	<b>always</b> <b>usually</b> <b>often</b> <b>sometimes</b> <b>hardly ever</b> <b>never</b>	happy. smart.
You			You	<b>'re</b>		
We			We	<b>'re</b>		
We	We	<b>'re</b>				
They	They	<b>'re</b>				
They	They	<b>'re</b>				
He	<b>hardly ever</b> <b>never</b>	<b>wears</b> a hat. <b>looks</b> good.	He	<b>'s</b>	<b>hardly ever</b> <b>never</b>	happy. smart.
She			She	<b>'s</b>		
It			It	<b>'s</b>		
It	It	<b>'s</b>				

### Adverbs of manner

### Focus

These adverbs usually go **after** a verb. They describe an action.  
 We never put an adverb between a verb and its object:  
*He trained **regularly**. He won the race **easily**.*

We usually form these adverbs from adjectives + **-ly**, but there are some irregular adverbs.

<b>Regular</b>	bad – <b>badly</b>	heavy – <b>heavily</b>	easy – <b>easily</b>	regular – <b>regularly</b>
<b>Irregular</b>	good – <b>well</b>	early – <b>early</b>	fast – <b>fast</b>	high – <b>high</b> late – <b>late</b>

# Questions

## Past simple questions

After a question word or phrase, we usually use *did* + the infinitive form of the verb.

Questions about ...	Question word	<i>did</i>	subject	infinitive
a thing	<b>What</b>	<b>did</b>	Edison	<b>invent?</b>
a person	<b>Who</b>		you	<b>see?</b>
a time	<b>When</b>		the lesson	<b>start?</b>
a place	<b>Where</b>		they	<b>meet?</b>
a reason	<b>Why</b>		she	<b>cry?</b>

Question phrase	<i>did</i>	subject	infinitive
<b>Which school</b>	<b>did</b>	you	<b>go to?</b>
<b>How many things</b>		he	<b>invent?</b>



**Focus**

*Who* and *What* can be the **subject** or the **object** of the verb. When they are subjects, we make questions **without do/does/did**.

Marconi **invented** the radio.

↓ subject                      ↓ object

**Somebody** invented the radio.                      Marconi invented **something**.

**Who** invented the radio?                      **What** did Marconi invent?

Marconi.                      The radio.



The only reason that Marconi invented the radio was to teach people how to say his name.

<b>Who/What is the subject</b>	<b>Who/What is the object</b>
Who <b>invented</b> cat's eyes?	Who <b>did</b> he <b>tell</b> about his invention?
What <b>gave</b> him the idea?	What <b>did</b> he <b>see</b> on that night in 1933?

For questions with *When*, *Where*, *Why* and *How*, we always use an auxiliary verb:

*When did Thomas Adams invent chewing gum?*  
*Where did he get the gum from?*  
*Why didn't he make other things from it?*  
*How did he get the idea?*

## What + be + like?

### Focus

We use **What + be + like?** to ask for opinions and descriptions:

*What's the weather like? It's fantastic.*

*What was the hotel like? It was terrible!*



**What's it like** travelling first class?

What	verb: be	subject	preposition: like
What	is	the weather	like?
	are	the sights	
	was	the hotel	
	were	the waiters	

## Question tags

### Focus

Question tags are short questions at the end of statements. They can be affirmative or negative.

We add 'tags' to the end of statements:

- To check facts when we're not sure if what we are saying is correct. These tags have rising intonation:

You're French, **aren't you?** No, I'm not. I'm Swiss.

- When we're sure that what we are saying is correct and we want to make conversation. These tags have falling intonation:

You're Swiss, **aren't you?** That's right. I'm from Geneva.

With affirmative statements, we use a negative tag.

With negative statements, we use an affirmative tag.

In the question tag, we use an **auxiliary** verb that agrees with the verb in the statement.

	Affirmative statement	Negative tag	Negative statement	Affirmative tag
to be	You're new here,	aren't you?	It isn't the capital,	is it?
have got	She's got long hair,	hasn't she?	You haven't got a pet,	have you?
modal verbs	You can come,	can't you?	He can't speak French,	can he?
	We should leave now,	shouldn't we?	People shouldn't do that,	should they?
	He'll come tomorrow,	won't he?	You won't forget,	will you?
present simple	You come from Canada,	don't you?	You don't need to go,	do you?
past simple	You got up early,	didn't you?	She didn't go to school,	did she?
going to	You're going to visit Rome on holiday,	aren't you?	They aren't going to come to the party,	are they?
present perfect	You've been to all the famous sights,	haven't you?	You haven't seen this film before,	have you?

# Complex sentences

## Clauses

### Focus

Complex sentences have two (or more) clauses: a **main clause** and a **dependent clause**.  
A clause always has a subject and verb.

Main clause	Dependent clause	
She phoned me	when she arrived in London.	Time clause
Sea levels are rising	because Arctic ice is melting.	Reason clause
The problem will be worse	if we don't do anything about it.	Condition clause

If we put the dependent clause first, we write a comma between the clauses:

*When she arrived in London, she phoned me.*

## Time clauses

### Focus

We use **before**, **after**, **when** and **while** to connect a time clause to a main clause:  
*They returned it **before** the 24-hour time limit expired.*

Main clause	Time clause	
Elvis himself entered a look-alike competition	<b>before</b>	he died.
What did the family do	<b>after</b>	they saw the bear?
In Britain, you can vote	<b>when</b>	you're 18.
People could listen to their favourite music	<b>while</b>	they were travelling.

We write a comma after the time clause when it goes first:

*After each boy completes the dive, his mother throws the object away.*

# Conditionals

## Zero conditional

### Focus

We use zero conditionals to say that one thing always happens with another:  
*If you plant trees in a city, you clean the air.    Animals die if they can't find food.*

We use the present simple tense in both clauses.

If clause = condition	Main clause = result
If there <b>are</b> a lot of trees in a city,	the air <b>is</b> cleaner.
If animals <b>don't eat</b> ,	they <b>die</b> .
If plants <b>don't get</b> water,	what <b>happens</b> ?

We can change the order of the two clauses.

We write a comma after the condition clause when it goes first.

## First conditional

### Focus

We use first conditionals for things that are possible in the future:

*If the weather is good tomorrow, we'll go to the lake.*

*What will you do if it rains?*

*If it rains, we'll stay at home.*

We can use **unless** to mean **if ... not**:

*We'll go to the lake unless it rains.*



**If you don't come down,**  
you **won't get** any supper!

We use the present simple in the *If* clause and *will/won't* in the main clause.

If clause = condition	Main clause = result
If the weather's nice on Sunday,	we'll have a picnic.
If I <b>have</b> time this evening,	I'll phone you.
If I <b>don't feel</b> better tomorrow,	I <b>won't</b> go to school.

We can change the order of the two clauses.

We write a comma after the condition clause when it goes first:

*If I see her, I'll tell her.*

*I'll tell her if I see her.*

## Second conditional

PER Niveau 1 Discovery

### Focus

Second conditional sentences are about imaginary situations:

- in the present:  
*I need your advice. What would you do if you had the same problem?*
- or in the future:  
*If I went to a desert island, I'd take a hammock and a fishing rod.*



**If I won** the lottery, I'd **do** a lot of different things!

We use a past tense in the condition clause.

We use the modal verb *would ('d)/wouldn't* + infinitive in the main clause.

When we use the verb *to be* in the *If* clause, we often use *were* for all persons.

This is very common in the phrase *If I were you ...*, which we use for giving advice:

*If I were you, I'd go to the doctor.*

If clause = condition	Main clause = result
If we <b>didn't have</b> a test tomorrow,	I'd <b>go</b> out tonight.
If you <b>won</b> a lot of money,	what <b>would</b> you <b>do</b> ?
If I <b>were</b> you,	I'd <b>talk</b> to someone about it.

We can change the order of the two clauses.

We write a comma after the condition clause when it goes first:

*If I didn't have the internet, I'd be bored.*

*I'd be bored if I didn't have the internet.*

# NOUN PHRASES

## Nouns

### Countable and uncountable nouns

**Focus**  
Nouns in English are **countable** or **uncountable**.

Countable nouns		Uncountable nouns	
These have a singular and plural form. We can count them.	car – cars person – people meal – meals shop – shops	These don't have a plural form – they are always singular. We cannot count them.	food      nightlife water      traffic money      shopping fruit      weather
Use a singular verb with a singular countable noun and use a plural verb with a plural countable noun.	This shop <b>is</b> great. The meal <b>was</b> good. The people <b>are</b> on the beach. There <b>are</b> two cars.	Use a singular verb.	The food <b>is</b> terrible. The weather in Spain <b>was</b> fantastic.

Sometimes nouns can be countable or uncountable, depending on the meaning.

	Countable	Uncountable
<b>exercise</b>	I want to do some warm-up <b>exercises</b> before football.	It's good to do a lot of <b>exercise</b> .
<b>coffee</b>	Can I have two <b>coffees</b> , please?	I like <b>coffee</b> .
<b>chocolate</b>	She's got a box of <b>chocolates</b> .	We need some <b>chocolate</b> to make the cake.

### Irregular plural nouns

Singular	Plural	Singular	Plural	Singular	Plural
child	child <b>ren</b>	half	hal <b>ves</b>	hero	hero <b>es</b>
man	<b>men</b>	leaf	leav <b>es</b>	mosquito	mosquito <b>es</b>
mouse	<b>mice</b>	life	liv <b>es</b>	potato	potato <b>es</b>
person	<b>people</b>	scarf	scar <b>ves</b>	tomato	tomato <b>es</b>
woman	wom <b>en</b>	shelf	shelv <b>es</b>	deer	deer
foot	<b>feet</b>	wife	wiv <b>es</b>	fish	fish
tooth	<b>teeth</b>	wolf	wolv <b>es</b>	sheep	sheep

# Determiners and pronouns

## a/an, some and any

### Focus

We use *a/an*, *some* and *any* + noun to talk about quantity.  
It's important to know whether the noun is countable or uncountable.

	Countable singular noun	Countable plural noun	Uncountable
<b>Affirmative</b>	I want <b>a</b> carrot or <b>an</b> apple.	I want <b>some</b> bananas.	I want <b>some</b> fruit.
<b>Negative</b>	I haven't got <b>a</b> carrot or <b>an</b> apple.	I haven't got <b>any</b> bananas.	I haven't got <b>any</b> fruit.
<b>Questions</b>	Have you got <b>a</b> carrot or <b>an</b> apple?	Have you got <b>any</b> bananas?	Have you got <b>any</b> fruit?
<b>Requests</b>	Can I have <b>a</b> carrot or <b>an</b> apple?	Can I have <b>some</b> bananas?	Can I have <b>some</b> fruit?

## much, many and a lot of

### Focus

We use *much*, *many* and *a lot of* to talk about quantity.  
It's important to know whether the noun is countable or uncountable.

	Countable plural nouns	Uncountable nouns
<b>Affirmative</b>	He eats <b>a lot of</b> sweets.	I eat <b>a lot of</b> fruit.
<b>Negative</b>	She <b>doesn't</b> eat <b>many</b> vegetables.	He <b>doesn't</b> eat <b>much</b> fruit.
<b>Questions</b>	<b>How many</b> sandwich <b>es</b> do you want?	<b>How much</b> bread do you want?

## Pronouns

### Focus

We use an **object pronoun** as the direct object of a verb, instead of a noun:  
*I like snorkelling.* → *I like **it**.*

We use a **reflexive pronoun** as the object of a verb when the object is the **same** as the subject:

*He's going to look after **himself**.*

Subject pronoun	Object pronoun		Reflexive pronoun	
I	<b>me</b> →	Can you help <b>me</b> ?	<b>myself</b> →	I'm going to do it <b>myself</b> .
you	<b>you</b> →	I can't see <b>you</b> .	<b>yourself</b> →	Can you see <b>yourself</b> in the mirror?
he	<b>him</b> →	She looks after <b>him</b> .	<b>himself</b> →	He looks after <b>himself</b> .
she	<b>her</b> →	I love <b>her</b> .	<b>herself</b> →	She only loves <b>herself</b> .
it	<b>it</b> →	The horse's owner rode <b>it</b> .	<b>itself</b> →	The horse hurt <b>itself</b> when it jumped.
we	<b>us</b> →	She teaches <b>us</b> .	<b>ourselves</b> →	We're teaching <b>ourselves</b> Chinese.
you	<b>you</b> →	They won't take care of <b>you</b> .	<b>yourselves</b> →	You must take care of <b>yourselves</b> .
they	<b>them</b> →	I want to help <b>them</b> .	<b>themselves</b> →	Those people will hurt <b>themselves</b> .

# Adjectives

## Comparatives and superlatives

### Focus

We use a **comparative** adjective + **than** to compare things or people:

He's **better than** the other players in the team.

That's why he's **more popular than** them.

We often use **intensifiers** before comparative adjectives:

He's **a bit** younger than them. He's **a lot** faster and **much** more exciting to watch.

We use **the** + **superlative** adjective to explain how something is 'Number One' in a group:

Football is **the most popular** sport in the world.

She's **the youngest** player in the team.

### Spelling of comparative and superlative adjectives

	Comparatives		Superlatives	
Short adjectives	+ [-er]	small – smaller	+ [-est]	small – <b>the smallest</b>
Short adjectives ending in -e	+ [-r]	safe – safer	+ [-st]	safe – <b>the safest</b>
One syllable adjectives ending in <b>consonant</b> + <b>vowel</b> + <b>consonant</b>	[double consonant] + [-er]	big – bigger	[double consonant] + [-est]	big – <b>the biggest</b>
Two syllable adjectives ending in -y	[y] + [-ier]	busy – busier	[y] + [-iest]	busy – <b>the busiest</b>
Long adjectives with <b>2 or more syllables</b>	<b>more</b> + adjective	<b>more</b> modern / expensive	<b>the most</b> + adjective	<b>the most</b> modern / expensive
<b>Irregular</b> adjectives	good – <b>better</b> – <b>the best</b> bad – <b>worse</b> – <b>the worst</b> far – <b>further</b> – <b>the furthest</b>			

## Intensifiers with comparatives

### Focus

We can modify comparatives by using **much/far**, **a lot** or **a little/a bit**.

These words go before the comparative adjectives:

Her hair is **a lot longer** than mine. I'm **a far better** cook than my brother.

I'm **a bit taller** than my brother. He's **a much faster** runner than I am.

He's **a little slower** than Bolt.



I don't look **much older** than you, dear.

### as ... as

PER Niveau 2

### Focus

We use **as ... as** to say that two things are **the same** in some way:

Dan is **as strong as** me.

We use **not as ... as** to say that two things **aren't the same** in some way:

Peacock **isn't as fast as** Bolt. Bolt is faster.

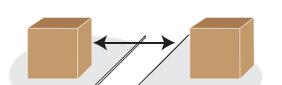
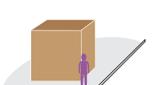
# PREPOSITIONS

Many prepositions have more than one meaning.

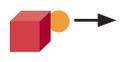
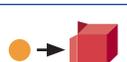
## Prepositions of time

at	+ times + special phrases: <b>at</b> night, <b>at</b> the weekend, <b>at</b> Christmas	by	• before a certain moment: <i>I must be home <b>by</b> midnight.</i> = before or at midnight
in	+ parts of the day + months, seasons, years + period of time in the future: <b>in</b> five minutes	for	+ period of time = how long
on	+ days + dates	during	+ noun = says <b>when</b> : <i>I had a headache <b>during</b> the exam.</i>
from ... to / until / till	• at the beginning and end of an action: <i>I'm at school <b>from</b> 9 <b>till</b> 4.</i>		

## Prepositions of place

in		I live <b>in</b> a small house.	in front of		I'm standing <b>in front of</b> the school.
on		Put it <b>on</b> the table.	behind		My wardrobe is <b>behind</b> the door.
under		His bag is <b>under</b> the desk.	between		I'm sitting <b>between</b> Tom and Sophie.
next to		I'm sitting <b>next to</b> my best friend.	opposite		The cafe is <b>opposite</b> the cinema.
above		There's a long bookshelf <b>above</b> my bed.	on the corner of		My house is <b>on the corner of</b> West Street.

## Prepositions of movement

across		He ran <b>across</b> the road.	out of		They walked <b>out of</b> their hotel.
away from		He walked <b>away from</b> the hotel.	over		It climbed <b>over</b> the car.
down		They ran <b>down</b> the steps.	past		The bear walked <b>past</b> him.
into		They got <b>into</b> the car.	through		We drove <b>through</b> a tunnel.
off		It jumped <b>off</b> the roof.	to		They walked <b>to</b> their car.
onto		The bear climbed <b>onto</b> the roof.	up		It climbed <b>up</b> the tree.